

ALICE DRIVE ELEMENTARY

251 Alice Drive
Sumter, South Carolina 29150

GRADES K-5 Elementary School

ENROLLMENT 568 Students

PRINCIPAL Mrs. Debra W. Thomas 803-775-0857

SUPERINTENDENT Zona W. Jefferson, PhD 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
18	46	6	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

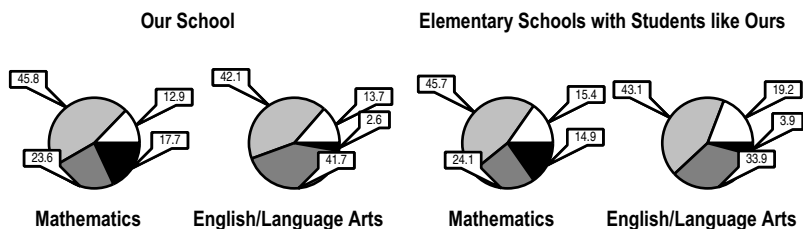
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	114	74
Percent satisfied with learning environment	100.0%	76.6%	93.1%
Percent satisfied with social and physical environment	100.0%	82.1%	82.2%
Percent satisfied with home-school relations	96.3%	92.0%	91.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	318	98.7	13.7	42.1	41.7	2.6	44.3	17.6
Gender								
Male	161	98.1	17.6	40.4	39.7	2.2	41.9	17.6
Female	157	99.4	9.6	43.7	43.7	3.0	46.7	17.6
Racial/Ethnic Group								
White	169	98.8	5.4	29.5	60.4	4.7	65.1	17.6
African-American	138	99.3	25.4	58.8	15.8	N/A	15.8	17.6
Asian/Pacific Islander	5	80.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	256	100.0	8.5	40.7	47.9	3.0	50.8	17.6
Disabled	62	93.5	48.6	51.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	318	98.7	13.7	42.1	41.7	2.6	44.3	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	318	98.7	13.7	42.1	41.7	2.6	44.3	17.6
Socio-Economic Status								
Subsidized meals	135	98.5	28.4	55.0	16.5	N/A	16.5	17.6
Full-pay meals	183	98.9	3.7	33.3	58.6	4.3	63.0	17.6

Mathematics								
All students	318	99.7	12.9	45.8	23.6	17.7	41.3	15.5
Gender								
Male	161	99.4	10.3	41.2	26.5	22.1	48.5	15.5
Female	157	100.0	15.6	50.4	20.7	13.3	34.1	15.5
Racial/Ethnic Group								
White	169	100.0	3.4	34.9	32.2	29.5	61.7	15.5
African-American	138	100.0	26.3	61.4	10.5	1.8	12.3	15.5
Asian/Pacific Islander	5	80.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	256	100.0	9.7	44.5	25.4	20.3	45.8	15.5
Disabled	62	98.4	34.3	54.3	11.4	N/A	11.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	318	99.7	12.9	45.8	23.6	17.7	41.3	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	318	99.7	12.9	45.8	23.6	17.7	41.3	15.5
Socio-Economic Status								
Subsidized meals	135	100.0	27.5	59.6	10.1	2.8	12.8	15.5
Full-pay meals	183	99.5	3.1	36.4	32.7	27.8	60.5	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	96	N/A	14.6	37.5	40.6	7.3	47.9
	Grade 4	107	N/A	8.5	50.9	37.7	2.8	40.6
	Grade 5	112	N/A	24.3	57.7	16.2	1.8	18.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	97.8	10.4	33.8	51.9	3.9	55.8
	Grade 4	106	99.1	8.8	40.7	48.4	2.2	50.5
	Grade 5	120	99.2	20.4	49.5	28.2	1.9	30.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	96	N/A	26.0	42.7	15.6	15.6	31.3
	Grade 4	107	N/A	23.6	36.8	17.9	21.7	39.6
	Grade 5	112	N/A	24.3	52.3	18.9	4.5	23.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	92	100.0	16.9	48.1	16.9	18.2	35.1
	Grade 4	106	100.0	6.6	45.1	23.1	25.3	48.4
	Grade 5	120	99.2	15.5	44.7	29.1	10.7	39.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 568)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.8%	Down from 3.2%	2.5%	2.4%
Attendance rate	96.8%	Down from 97.3%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	25.7%	Down from 26.2%	20.8%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.7%	Down from 10.9%	7.6%	8.0%
Older than usual for grade	2.1%	Up from 1.8%	0.8%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 46)				
Teachers with advanced degrees	56.5%	Up from 53.2%	53.8%	50.0%
Continuing contract teachers	84.8%	Up from 76.6%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.7%	Up from 86.0%	88.1%	86.2%
Teacher attendance rate	94.6%	Down from 99.1%	95.6%	95.3%
Average teacher salary	\$39,951	Up 1.7%	\$40,974	\$39,909
Prof. development days/teacher	17.5 days	Up from 9.0 days	10.7 days	11.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio	16.9 to 1	Down from 17.0 to 1	19.6 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 95.9%	90.1%	89.7%
Dollars spent per pupil*	\$5,442	Up 0.4%	\$5,577	\$5,892
Percent spent on teacher salaries*	67.6%	Up from 64.7%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alice Drive Elementary enjoyed a good year in 2002-2003. Our test scores rose modestly and more opportunities were given for students and parents to become involved in our school and community. Parents were given opportunities to take part in PTA and SIC activities, workshops on academics and parenting, computer classes, Family Reading Nights, volunteer program, Author's Teas, and a variety of other programs. Our Veteran's Day Celebration and Career Fair were avenues for other relatives to participate in school activities.

We developed service-learning projects that involved grade levels as well as the whole school. Students participated in a canned food drive for the local homeless shelter, the St. Jude's Mathathon, Jump Rope for Heart, Pennies for Patients, and a writing project resulting in letters to our U.S. military personnel at home and overseas.

Academically, we continued using innovative programs in reading with the use of literature circles and literacy groups. The computer lab and media center, as well as book clubs, enhanced reading, research, and writing skills. Improvement via our involvement with the South Carolina Reading Initiative (SCRI) was evident throughout classrooms in our school. In mathematics, we adopted a new series which helped to strengthen our program. After-school programs for struggling students, as well as an afternoon program on test-taking skills, were held again this year. Our academic assistance classes provided remediation as well as acceleration during the school day for those students who qualified for these services.

Alice Drive Elementary strives to be a school at which families and students feel included and welcomed. Our objective is that each child succeeds in academics and social development.

Debbie Thomas
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.